

California Reading First Plan

Exhibit XIII Agency Responsibilities

Governor's Office of the Secretary for Education

- Collaborates with SPI and SBE to appoint the Reading and Literacy Partnership Team members, and convenes and co-chairs the Team meetings.
- Advises the SPI and State Board on the Reading First Plan and Application.
- Informs the Legislature on the components of the Reading First Plan and communicates with the SPI and SBE on program and fiscal matters.
- Assists in coordinating other state efforts related to K-3 reading with the Reading First Program (e.g., AB 466, AB 75, AB 961, Instructional Materials Funds, STAR, PSAA).

State Board of Education (SEA)*

- Approves the California Reading First Plan and Application.
- Coordinates with its partners, SPI/CDE and the Governor's Office of the Secretary for Education, in the implementation of the RF Plan.
- Approves eligibility criteria, selection criteria, and competitive priorities for LEA participation and funding.
- Collaborates with the Governor's Office of the Secretary for Education, and SPI/CDE on funding priorities for the designed State portion of the grant.
- Approves specifications and contract with external independent evaluator.
- Reviews and approves program and evaluation reports to be sent to USDE.
- Approves selection of LEAs for the Reading First Program.
- Serves as the contact agency for USDE for California's Reading First Program Application and Plan.
- Approves the definition of what constitutes "making significant progress" for the LEAs annual benchmark on student achievement.
- Approves the decision of discontinuation of LEAs based on its definition of "making significant progress" if interventions are unsuccessful at making significant progress by the end of the third year.
- Ensures that LEA subgrants are of sufficient size and scope to allow LEAs and schools to implement all activities successfully.
- Approves the Reading First Plan budget annually.

*The SBE is the designated SEA for the Reading First Program

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Superintendent of Public Instruction (SPI) and California Department of Education (CDE)

- Collaborates with the Governor's Office of the Secretary for Education to appoint the Reading and Literacy Partnership Team members; and convenes and co-chairs the Team meetings.
- Informs LEAs of Reading First opportunities and information.
- Recommends and supports the procedures for identifying eligible LEAs.
- Administers the procedures for selecting the LEAs and informing LEAs of the award.
- Distributes and monitors LEA funding.
- Provides technical assistance, with the help of the California Professional Development Institutes–Reading, for writing the application and plan on the appropriate use of funds, and completing reporting requirements.
- Collaborates with the University of California Office of the President, California Professional Development Institutes-Reading to provide professional development and technical assistance services as requested by participating LEAs and as required by the Reading First Plan, and with other State Board approved professional development providers.
- Writes specifications and RFP for acquiring an external independent evaluator.
- Assists in the selection process for the external independent evaluator and makes recommendations to the State Board.
- Develops a design for the state evaluation report that meets USDE requirements, obtains input from the Reading and Literacy Partnership Team on specification of the design, and receives design approval by the State Board.
- Administers contract with the external evaluator.
- Conducts the state evaluation and submit report for approval to the State Board.
- Staffs the Reading and Literacy Partnership Team and its activities (e.g. Reading and Literacy Partnership Team Subcommittee on Program Evaluation).
- Responds to the USDE request for participation in the National Evaluation (if requested).
- Provides an information site on the Reading First Program on its CDE web page.

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University of California Office of the President, Educational Outreach California Professional Development Institutes for Reading (CPDI)

- Serves as professional development center (Reading Implementation Center) for those LEAs who choose it for meeting the required training (K-3 and K-12 special education teachers for 120 hours of training/practicum aligned with AB 466 criteria; and K-3 site administrators [including LEA central office staff] for 80 hours of training/practicum aligned with AB 75 criteria for Module 1).
- Provides to all participating LEAs the instructional, program-based *Unit Skills Assessments* for grades 1-3, *Kindergarten Monitoring Assessments*, and *End-of-Year Assessments, K-3*, as optional tools for inclusion in the LEA's internal evaluation report.
- Conducts a professional development program evaluation (for annual evaluation report) on all participating LEAs.
- Serves participating LEAs as the state-funded technical assistance center [e.g., for identifying needs of individual schools; assisting in goals setting and benchmark criteria for guiding the full implementation of the adopted instructional reading program(s); offering additional training on selected screening, diagnostic, and classroom-based assessments; and consulting on the development of the LEA's internal evaluation plan].
- Conducts a technical assistance interview survey at the end of year of all LEAs.
- Documents (for annual evaluation report) all technical assistance services rendered to LEAs.
- Collaborates with CDE on providing initial workshops for developing LEA Plans and responses to the LEAs RFP.

Eligible/Participating LEA

- Establishes policy commitment and priorities for the Reading First schools.
- Selects, purchases, requires use of approved reading/language arts instructional programs in participating schools.
- Names the LEA coordinator(s).
- Monitors program implementation and student achievement with valid and reliable assessments.
- Reports required administrative and program data to CDE and external independent evaluator.
- Requires full participation in professional development activities of teachers and principals and vice principals in LEA Reading First schools.